DOCUMENT RESUME

ED 121 095 PL 007 568

TITLE Bilingual-Bicultural Education and English-as-a-Second-Language Education: A Framework for Elementary and Secondary Schools.
INSTITUTION California State Dept. of Education, Sacramento.
PUB DATE 74
NOTE 52p.
AVAILABLE FROM California State Department of Education, 721 Capitol Mall, Sacramento, California 95814 ($1.10)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Administrator Guides; Biculturalism; *Bilingual Education; Bilingual Teacher Aides; Bilingual Teachers; Community Involvement; Elementary Secondary Education; *English (Second Language); Evaluation Methods; *Guidelines; Inservice Education; Instructional Materials; Professional Training; *Program Design; Teaching Methods

ABSTRACT

Introductory sections of these guidelines give the point of view and goals of bilingual-bicultural education. Definitions of some terms commonly used in this area follow. A section on program organization gives guidelines for assessment, staff, staff development, instruction, methodology, instructional materials, community involvement and evaluation. Guidelines for alternative designs for elementary and secondary programs are also provided. An appendix lists the members of the Framework Advisory Committee for Bilingual-Bicultural Education and English as a Second Language. (RM)

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Bilingual-Bicultural Education and English-as-a-Second-Language Education

A Framework for Elementary and Secondary Schools

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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California State Department of Education
Wilson Riles - Superintendent of Public Instruction
Sacramento, 1974

Bilingual-Bicultural Education and English-as-a-Second-Language Education

A Framework for Elementary and Secondary Schools

Adopted by the
California State Board of Education
July 12, 1973

California State Board of Education

Newton L. Steward, President
John R. Ford, M.D., Vice-President

James W. Dent
Mrs. Marion W. Drinker
Mark T. Gates
David A. Hubbard
Mrs. Patricia D. Ingoglia
Mrs. Virla R. Krotz
Eugene N. Ragle
Tony N. Sierra

This publication was edited and prepared for photo-offset production by the Bureau of Publications, California State Department of Education, and published by the Department, 721 Capitol Mall, Sacramento, California 95814.

Printed by the Office of State Printing
and distributed under the provisions
of the Library Distribution Act

1974

Foreword

To give a child dignity is to respect his language, his heritage, his beliefs, and his abilities, whatever they may be. That is what bilingual-bicultural education is all about.

More specifically, bilingual-bicultural education is a process in which we communicate with a child in his native language during the initial periods of instruction; and at the same time we teach him, in a systematic and sequential manner, the language of the dominant culture.

In California we have approximately 47,000 children attending our public schools who cannot communicate in English. We have another 140,000 who have limited English-speaking abilities. We cannot—we must not—ignore the needs of these 187,000 children. In addition, our public schools have over one million children who come from ethnic groups with backgrounds in languages and cultures different from the dominant culture. We must not fail to take advantage of the talents of these children, who can help the other 3.3 million children attending our public schools better understand their neighbors around the world.

And with these children who speak different languages come different cultures and different customs which must be understood and respected if these children are to be helped. Without such help, it is doubtful that they will understand or appreciate the needs of the dominant culture. Contrariwise, the larger society will never have the full benefit of the talents of these citizens if we fail to communicate with them. What a loss that would be when we so desperately need the talents of those who speak the languages and understand the cultures of other lands. To communicate with the whole world on mutual problems is essential to the survival of this land—essential for keeping the hope of a better tomorrow.

Bilingual-bicultural education and English as a second language can serve as vital instruments in the education of these children, and these educational processes are not unique in our society. During the early and middle parts of the nineteenth century, bilingual education was commonplace in the schools of this country. For example, in 1878 over half the children enrolled in the schools of California came from homes in which the dominant language was other than English. It was absolutely essential for basic instruction to be conducted in the languages the children understood.

However, during the latter part of the 1800s and up to the 1950s, the development of bilingualism was deemphasized in the public schools. But the federal Bilingual Education Act of January 2, 1968, reaffirmed the value of a bilingual approach for educating all who comprise this nation of citizens of diverse cultures. Implicit in the act is the opportunity for the non-English-speaking to learn English and for native speakers of English to acquire a second language and develop an understanding and appreciation of other cultures.

It is equally gratifying to note that the California Legislature passed Assembly Bill 2284 in 1972, providing several million dollars to be appropriated for bilingual-bicultural programs in the public schools. It acknowledged bilingual education as a part of the curriculum in the public schools of this state. It recognized the need for qualified bilingual teachers, allocated funds for inservice training in bilingual teaching methods, and recognized the highly important role that bilingual teacher aides can assume in helping make California's schoolchildren bilingual-bicultural. An educational system which incorporates bilingualism, as outlined in AB 2284, can serve to provide a means of building a harmonious and creative society from varied ethnic elements.

The California State Board of Education has recognized that bilingual education can be a vehicle for meeting the more urgent needs of the non-English-speaking student, for providing bilingual educational opportunities for the monolingual English-speaking child, and for promoting harmony between diverse cultural groups. The Board has affirmed its belief in bilingual-bicultural education by adopting this framework. I commend the Board and the many dedicated individuals who developed this fine document. I am certain the framework will prove helpful to the many school districts in California desirous of implementing all bilingual-bicultural legislation effectively and providing quality education for the children whom they serve.

It is my hope that the bilingual-bicultural programs we are implementing and all of our other fine programs will build new, brighter horizons for our children. But let us not forget that education takes place not because we build programs but because we communicate with the child—because we understand the child—because we respect the child—because we love the child. To touch a mind may impart knowledge, but to touch a heart brings understanding and purpose to all that we are—all that we ever will be.

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Superintendent of Public Instruction

Acknowledgments

Special gratitude is expressed to Ignacio DeCarrillo, Program Coordinator, Bilingual-Bicultural-ESL Programs, Los Angeles Unified School District, for accepting the charge as chairman of the framework committee; and to Elaine Stowe, Administrative Consultant, California State Department of Education, for her support and guidance in coordinating framework activities.

Sincere appreciation and grateful acknowledgment are extended to those who have accepted the charge to develop a framework for bilingual education and who have unselfishly devoted time and effort to bring the difficult task to successful completion:

Anthony Avina, Assistant Superintendent, Instruction, Santa Ana Unified School District

Louis Flores, Member, Mexican-American Advisory Committee to the Superintendent of Public Instruction

Ramiro Garcia, Director, Title VII Bilingual Schools Program, Los Angeles Unified School District

Charles Herbert, Jr., Director, Regional Project Office, Office of the San Bernardino County Superintendent of Schools

Flora Lofgren, Bilingual Resource Teacher, Hayward Unified School District

Marguerite May, Director, Reading Task Force, Los Angeles Unified School District

Clifford Mendoza, Curriculum Specialist, Bilingual Education, San Diego City Unified School District

Antoinette Shen Metcalf, Program Specialist, Bilingual Education, San Francisco Unified School District

Leonard Olguin, former Chairman, Foreign Language Department, California Polytechnic State University, San Luis Obispo

Helen Theresa Romeo, Bilingual Teacher, Title VII Program, Fremont Elementary School, Santa Ana Unified School District

Alicia Santana, Member, Mexican-American Advisory Committee to the Superintendent of Public Instruction

Special thanks are due to members of the Curriculum Development and Supplemental Materials Commission for their participation in framework activities:

Robert Rangel, Coordinator, Bilingual-Bicultural-English-as-a-Second-Language Programs, Los Angeles Unified School District

Julio A. Ferrer, Teacher, Calexico Unified School District

Charles Kenney, Superintendent, Santa Ana Unified School District

Mrs. Eva Long Yang, Teacher, Hayward Unified School District

Grateful acknowledgment is extended to personnel who met with the committee and contributed helpful suggestions:

Richard Baca, Mexican-American Liaison to the Superintendent of Public Instruction, Department of Education

Vincent Bello, Jr., Consultant, Bilingual-Bicultural Task Force, Department of Education

Julia Gonsalves, Consultant, Foreign Language Education, Bilingual-Bicultural Task Force, Department of Education

Fred Gunsky, Consultant, Bureau of Intergroup Relations, Department of Education

William Merz, Consultant, Office of Program Evaluation and Research, Department of Education

Anthony Salamanca, Consultant, Commission for Teacher Preparation and Licensing

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A Point of View

Bilingual-bicultural education and English-as-a-second-language programs recognize, accept, and value the many languages and cultures inherent in the society of the United States as positive factors in education. Bilingual-bicultural education renders language and culture positive when it recognizes the following:

- The need to accept, value, and utilize the language, culture, and learnings that the child brings to school
- The individual worth of learners by respecting their language, cultural origins, and their group experiences in America and by making these elements part of the regular instructional process
- That the development of self-worth, self-reliance, and self-confidence is indispensable for personal growth
- That language is the most important means of social communication and instruction
- That the use of the learner's language is essential to effective communication in the instructional process
- That learning is hindered when English is the only language of instruction for learners with minimal ability in that language
- The need to provide all learners with an early opportunity to experience academic success through instruction provided in their home languages as they learn a second language in a systematic and sequential manner, thus ensuring educational survival
- The need to provide non-English-speaking learners with the opportunity to retain and develop their home languages
- The need to provide English-speaking and non-English-speaking learners with the opportunity to learn a second language
- The need to provide learners who speak English and another language the opportunity to retain and develop this bilingual skill

- The need to provide learners with the opportunity to have their capabilities assessed by means of appropriate instruments oriented to their language and cultural backgrounds
- The need to provide equal educational opportunity for non-English speakers and native speakers of English

Goals

The goals of bilingual-bicultural education and English-as-a-second-language education express the same aspirations as those held for all youth enrolled in the public schools of the United States. However, the concept of bilingual-bicultural education must emphasize and reflect a philosophy of cultural pluralism. Specifically, the bilingual-bicultural program must seek and pursue goals and objectives that clearly promote a deeper understanding among our many cultures. It must also be understood that English-as-a-second-language (ESL) programs, as well as programs for the dominant speakers of English to learn second languages, are integral parts of a well-organized bilingual-bicultural program.

The goals of bilingual-bicultural education and English-as-a-second language education are:

- To develop in each student the ability to maximize his potential as an individual, as a learner, and as a citizen in a multilingual-multicultural society
- To enrich and deepen mutual understanding for all citizens by building upon the rich multicultural foundations of our society (The learner's unique environment and experiences are the cornerstones of these foundations.)
- To promote cultural acceptance, national pride, and world understanding
- To offer a curriculum that meets the diverse needs of pupils with different language and cultural orientations in order to permit them to:

  Preserve and strengthen their self-image and sense of dignity through appropriate and meaningful instructional programs.

  Utilize their first language as a medium of instruction to avoid premature experiences with the second language which could be detrimental to learning that language.

Develop English communication skills in the non-speaker of English to a level comparable with native speakers of English of the same age and ability.

Develop second language communication skills in the dominant speaker of English to a level comparable with those of speakers of that language of the same age and ability.

Develop incentive to remain in school, to succeed, and to prepare for future undertakings.

Acquire the academic tools to pursue postsecondary education.

Develop pride in self, school, and community.

Learn to interact in a multilingual-multicultural social setting.

Definitions

Certain terms used in this document may be unfamiliar to the reader; therefore, a few of the terms, as used in this framework, have been defined to help the reader better understand the statements presented in this document.

Bicultural. Sociocultural elements that go beyond language; functioning awareness and participation in two contrasting cultures

Bilingual-bicultural education. A process which uses two languages, one of which is English, as mediums of instruction for the same pupil population in a well-organized program which includes the study of the history and cultures associated with the mother tongues

Bilingual instruction. Instruction in which two languages, one of which is English, are used as mediums of instruction to teach the same students

Bilingualism. The ability to communicate in two languages, one of which is English, ranging from a minimal knowledge of either language to a high level of proficiency in both

Cultural awareness. A recognition of, and sensitivity to, certain aspects of behavior as logical and legitimate expressions of the value system of a particular culture

Culture. The learner's dominant behavioral patterns that are typical for his group or class, as determined by such factors as beliefs, traditions, and language

English-as-a-second-language (ESL) education. A method designed for the development of listening, speaking, reading, and writing skills in English for non-English speakers

Heritage. The history and culture of the learner's ancestry which fosters pride and self-esteem

Language X. The language other than English represented by students in a bilingual program

Monolingual. One who knows and/or speaks only one language

Preservice training. Training conducted prior to the opening of school or before the implementation of a program for the purpose of program orientation and staff and curriculum development

Primary language, natural language, first language, home language, native language, or mother tongue. The first language learned by a child, usually the language of his home; also, the language the pupil speaks when he comes to school

Program Organization

Any bilingual-bicultural education program should be organized to provide a balanced educational process. The program should accommodate students representing the many levels of linguistic ability—from monolinguals, in either English or another language, to bilinguals. Whatever the case, program organization should include any or all of the features described in the following sections.

I. Assessment

A major purpose of assessment is the gathering of data to accomplish initial planning and periodic recycling of efforts in educational programs. A needs assessment is accomplished prior to building a total program design. It provides an information base upon which a relevant program may be built. On-going assessment takes place throughout the program and provides a system for continuous program improvement. It enables programs to remain effective.

Conducting an assessment necessitates the development of a design for gathering, organizing, and reporting the data. It necessitates the designating of the audience for whom the results will be made available. The design and form of reporting should be understood by the staff and the lay community.

Through the initial assessment effort, which is a needs assessment, one secures the information needed to plan an effective operational bilingual-bicultural educational program and an ESL program. It includes the *identification of the groups it serves.* Such identification includes the number, percentages, concentrations, ages, ethnic composition, unique needs, and the dominant language of the home.

Assessment of Academic Achievement

Assessment of academic achievement is accomplished through identification of previous school performance, results of appropriate

tests and surveys, and interviews in the learner's home language. It is important that assessment of the learner's communication skills (listening, speaking, reading, and writing) be administered in both English and the home language while comparable skills are being developed in the second language.

Attitudinal Growth

Assessment of the learner's self-image and his identification with his heritage and community is also accomplished.

Present Curricular Program

Assessment of the present curriculum, including school and classroom organizational patterns, enables the school to determine the degree to which the present program meets educational needs. Areas in which change is needed are identified.

Staff Development

The assessment of staff development needs includes the following:

Diagnosing the bilingual abilities of the teaching and support staffs.

Determining the preparation and experience of the teaching and support staffs

Determining the degree of cultural awareness of the teaching and support staffs

Determining the need for on-going or contemplated staff development programs

Curricular Resources

Assessment of all available instructional materials and media provides information for effective selection and purchase of appropriate materials and media. Available resources for future purchases should be identified categorically.

Auxiliary Resources

Assessment of all physical, financial, and human resources available facilitates future planning.

The gathering of data for (initial) needs assessment and ongoing assessment can be accomplished through utilization of many of the same types of forms. They may include achievement tests, criterion-referenced tests, cultural awareness surveys, classroom implementation surveys, staff surveys, community questionnaires, staff questionnaires, student questionnaires, parent questionnaires, self-image inventories, inventories (other than self-image), home visitation reports, monthly staff reports, and educational program audits.

Data compiled as a result of the initial needs assessment are utilized in formulating terminal goals for learners and in planning and implementing a curricular model which meets the educational needs of the school community.

II. Staff

Teaching Staff

The heart of the instructional program is its teaching staff. Recognizing the scarcity of professionally qualified bilingual personnel, school districts nevertheless must not sacrifice the quality and success of the program because of the unavailability of prepared staff. Therefore, the teaching staff in bilingual-bicultural programs should have the following competencies:

- Demonstrated fluency in English and in the language of the community served
- Knowledge of the culture, history, and current problems of the student and community populations
- Attitudes which reflect understanding, acceptance, and empathy with students from non-English-speaking environments
- Demonstrated ability to teach the content subject matter in the language of the minority community
- Ability, if certain staff members are not bilingual, to contribute to an effective bilingual experience through ESL instruction, team-teaching, or other approaches

When it is not possible to institute a full bilingual program due to local constraints, a strong ESL program is recommended. In order to provide an effective program, specific second language competencies are required of the teaching staff. These include the following:

- Preparation in phonics, composition, intensive oral work, linguistics, and methods and modern techniques of teaching a second language
- Practical experience in second language instruction (practice teaching, long-term substitute teaching, Peace Corps work, preservice and inservice training, and so forth)
- Proficiency in oral and written communication
- Understanding of the physical, intellectual, social, and emotional growth problems of pupils
- Knowledge, understanding, and appreciation of foreign and American ethnic cultures, particularily those brought to the classroom

- Insight into the process of language acquisition as it concerns first and subsequent language learning
- Insight into the ways second language acquisition varies at different age levels
- Ability to assist pupils in their scholastic, social, and cultural adjustments to school situations, both regular and extracurricular
- Ability to diagnose language needs and language proficiency of pupils and provide the appropriate sequence of instruction

Paraprofessional Staff

The complementary component of the bilingual-bicultural teaching team is the classroom paraprofessional. Since paraprofessionals work directly with both the classroom teacher and the students, attitudinal qualifications basic to the teaching staff members should be expected of the paraprofessional. Other qualifications should include:

The ability to relate to and maintain rapport with students, teachers, and other staff members

The ability to identify with the cultural background of the students served by the school

Fluency in the language of the learners

Demonstrated ability to work in a team with teachers and other staff members

Ability, if the paraprofessional is not bilingual, to contribute to an effective bilingual experience by working closely with a bilingual teacher

Community Liaison Aide

A valuable adjunct to the total program and the paraprofessional force is the community liaison aide, who especially helps maintain communication among school, home, and community.

Administrative Staff

Staffing for administrative positions at any level in a bilingual-bicultural program is extremely critical because individuals in leadership positions can promote or hinder the program. Candidates for administrative services positions should possess the following competencies:

- Commitment to the principles of bilingual-bicultural education
- A sense of creativity and a willingness to be innovative

- Flexibility in working with the staff and the community
- Sincere interest in developing close ties with the community

In addition to the competencies cited, it is also preferred that the candidates be fluent in the dominant language of the minority community served.

Pupil Personnel Services

An important adjunct to the classroom operation of a bilingual-bicultural program is the staffing of an effective pupil personnel services component. Individuals selected for the pupil personnel services component must be capable of providing guidance within the child's cultural context. Such guidance is worthwhile only as it is perceived and understood by the children and the community being served. Pupil personnel services staff members must gain the confidence of the children and the community if they are to be effective. Such confidence can only come by the development of rapport with the parents and children who make up the community.

Pupil personnel services should provide the following:

- Counseling at both the elementary and secondary levels of the bilingual-bicultural program
- Health services and guidance for children at an early age
- Psychological services for proper placement of students in special programs
- Child welfare and attendance assistance to families
- Social services information

Candidates for pupil personnel services positions should possess, in addition to the training, competencies, and experience required of the positions, the following qualifications:

- Attitudes which reflect understanding, acceptance, and empathy with non-English-speaking students at school, in the home, and in the community
- Demonstrated fluency in the dominant language appropriate to the minority community served

III. Staff Development

A preservice and inservice training program will help develop a corps of bilingual-bicultural aides, teachers, and administrators skilled in creating and maintaining a bilingual-bicultural program. Provisions should be made to include and encourage local school staff members to participate in this training. The preservice and

inservice training programs should be specifically designed to develop and validate the varied instructional strategies which will enchance both cognitive and affective learning in a bicultural framework.

It is important to recognize that preservice training is only the first step toward the preparation of teachers and aides to function effectively in the bilingual classroom. It alone cannot totally prepare teachers and aides and should be correlated with a continuing inservice training program.

It is essential to provide ways in which persons can participate actively in both the planning and the training sessions. Planning for both preservice and inservice training should be carried out with the assistance of parents, aides, teachers, and administrators. The needs of the staff will determine the initial training that a preservice program will offer as well as the follow-up that should be the basis for subsequent inservice training.

Planning for both preservice and inservice training sessions should be initiated well in advance. The sessions should be planned for periods when demands on the teachers' time are minimal, such as prior to the start of the school year or, in the case of inservice training, during minimum days of instruction. Along with the teachers and the aides, administrators and parents should be encouraged to become integral parts of the programs; such involvement will promote better communication and understanding. Parents will actively promote the educational process at home when given the opportunity to participate in parent and community education programs.

Preservice Education Program

The preservice education program includes, but should not be limited to, an orientation to the program; the participants should learn of the following:

- Philosophy, goals, and objectives of the program
- Specific methodology for attaining those goals and objectives
- Specific strategies in the utilization of personnel to structure an effective learning environment; i.e., role of paraprofessionals, team teaching, and cross-age teaching
- The importance of cultural awareness

Inservice Education Program

A continuing program which focuses on methodology, program goals, and curriculum should be a focal concern of inservice training throughout the year. To reinforce what has been introduced in the

preservice training, it is important that a strong ongoing inservice program be developed and initiated.

Every effort should be made to utilize consultant resources from within the school district, local programs, community agencies, and institutions of higher learning.

The inservice education program includes, but should not be limited to, the following:

- Methodology
  - Training in ESL and "X" language techniques
  - Training in the identification and use of bilingual materials to facilitate their interfacing with the regular curricula
  - Training in the individualization of instruction
  - Training in the writing of performance objectives
  - Training in the identification, adaptation, development, and use of materials for bilingual education
  - Training in various classroom practices; e.g., team teaching, working with paraprofessionals, community volunteers, and supportive staff
- Cultural awareness
  - Sessions which provide experiences to promote acceptance of cultural differences: e.g., customs, mannerisms, accents, and so forth
- Utilization of resources
  - Techniques in the use of paraprofessionals
  - Techniques in the individualization of instruction
  - Techniques in working with resource teachers
  - Techniques in identifying community resources

Teachers should have continual professional training to keep them informed about the latest research and its application to bilingual programs, and the professional training should be provided by the inservice training program. Specially designed programs should be developed cooperately by the district and nearby institutions of higher learning to meet these needs.

IV. Instruction

The philosophy underlying bilingual-bicultural education presupposes an educational approach that psychologically prepares pupils to live in a multilingual-multicultural society. The educational experiences gained by students who represent two languages and two

cultures can promote a deep understanding of and appreciation for the differences that are inherent within the two groups. The bilingual-bicultural classroom setting provides an important vehicle to promote feelings of equality of opportunity through mutual respect.

Specifically, the bilingual-bicultural program includes the following components:

- The development of concepts through first and second languages
- The teaching of a second language
- The teaching of contributions of minority groups
- The study of the culture, including customs and traditions, of minority groups

Certain considerations are important to bilingual-bicultural education and English as a second language which in many ways determine the effectiveness of instruction. Those considerations take the following into account:

- Rationale for instruction

  Instruction in the learners' first language is necessary in order to nurture and develop that language.

  Instruction in English as a second language is essential for nonspeakers of English to prepare them for learning experiences in regular programs.

  Second-language instruction must be provided for speakers of English to prepare them for participation in a multilingual-multicultural society.

- Organization of instruction

  Bilingual programs allow for individual levels of bilingual-bicultural ability.

  Instruction in the contributions of minority groups and in the history and culture associated with the learners' first language and the dominant society is an integral part of a bilingual program.

  Instruction in the various subject areas is presented in the learners' first language.

  Instruction in the various subject areas is provided both in the learners' first language and in English.

  A student's progression from learning in the various subject areas in the first language to learning in the second language is dependent upon second-language acquisition.

As the student achieves measurable proficiency in the second language, subject matter content is taught through that language in areas where language ability is less of a criterion for success.

As the student achieves a higher degree of second-language proficiency, subject matter content can be taught through that language in areas where a higher degree of language ability is required to achieve success.

As the student achieves mastery in the two languages, any subject matter can be presented in either or both languages.

- Utilization of staff

  Teaching strategies and materials for the program are developed by capitalizing on the skills and coordinating the efforts of the monolingual staff, bilingual staff, and paraprofessionals.

- Objectives of language instruction

  Beginning level skills. The beginning level of instruction should result in language development which can be demonstrated by the following student activities and responses:

  1. *Aural comprehension*

     Indicate the validity of a series of oral statements based upon what is depicted in a series of flash cards, sketches, or pictures.

     Select the oral statement from a number of statements that most accurately describes what is depicted in each of a series of flash cards, sketches, or pictures.

  2. *Speaking*

     Describe orally a single action, concept, or situation depicted in a series of flash cards.

     Describe orally a determined number of actions, concepts, or situations depicted in a sketch, picture, or photograph.

  3. *Reading*

     Read the printed letters of the alphabet in both upper and lower cases; at the upper grade levels, read the handwritten letters.

     Read numbers represented by both numerals and words.

     Demonstrate an understanding of the sounds associated with consonants, short vowels, and long vowels when they appear in different positions in words.

4. *Writing*

Write or print the alphabet in upper and lower case letters when copying or when writing from dictation; transfer from printing to writing or from writing to printing as needed.

Write numerals and words representing numbers.

Use capital letters at beginning of sentences; use periods or other end punctuation; capitalize the first letter of names and titles.

Intermediate level skills. The intermediate level of instruction should result in language development which can be demonstrated by the following student activities and responses:

1. *Aural comprehension*

Select from three statements the one which logically preceded or caused a situation depicted in a flash card, sketch, picture, or photograph.

Indicate which statements from a series of statements accurately describe the content of a narrative that has been read.

2. *Speaking*

Describe orally a predetermined set of actions, concepts, or situations depicted in a sketch, picture, or photograph.

Describe orally the events which logically preceded or caused the act, situation, or event depicted in a sketch, picture, or photograph.

3. *Reading*

Identify a specific tense structure in a reading passage.

Identify important ideas in a paragraph.

Read safety directions, signs, labels, and printed bulletins.

4. *Writing*

Write with correct usage, spelling, and word order and with legible handwriting.

Incorporate systematically a vocabulary of increasing difficulty in a written work.

Use specific words in sentences so that the meanings and the context are correct.

Advanced level skills. The advanced level of instruction should result in language development which can be demonstrated by the following student activities and responses:

1. *Aural comprehension*

   Indicate the validity of an oral statement that may or may not describe that which appears on a flashcard, sketch, or photograph.

   Indicate the validity of an oral statement from a predetermined number of statements related to each of a series of flashcards, sketches, or photographs.

   Select the oral statements from a series of statements that best describe the content of an oral narrative.

2. *Speaking*

   Describe orally a single action, concept, or situation depicted in a sketch, picture, or photograph.

   Describe orally the total action, situation, or event depicted by a series of sketches, pictures, or photographs of which each represents a part of a total sequence.

   Describe orally in a single statement the single action, concept, or situation depicted in each of a predetermined number of visuals.

3. *Reading and writing*

   The major objectives of language skills at the advanced level are to apply language skills to literature and communication that were learned at the beginning and intermediate levels. Reading activities center upon various types of literature: stories, poetry, and so forth. Composition activities center upon the organization of paragraphs, themes, tenses, and transitional devices.

V. Methodology

How teachers provide instruction is a primary determinant of how pupils learn. There are many methods and techniques available to teachers. However, regardless of the methods selected, teachers should recognize that successful language instruction, especially at the beginning stages, relies on the following:

- Appropriate practice and participation to a greater extent than it relies on explanations
- Language activities that are carefully sequenced and controlled
- Acceptable language models and prior learnings as building blocks for language development
- A variety of cues and relationships to convey understandings

Language instruction takes place in many different situations. In some instances the teacher remains in a self-contained classroom for the entire day. In others, learners are pulled out of the regular classrooms for short periods of time. In some instances instruction is provided in both languages concurrently; in others, instruction is provided in the second language only. The teacher selects the method, or combination of methods, which best meets learner needs in each situation.

Those involved in bilingual education need to be cognizant of past practices which have not proved educationally successful. In the "sink-or-swim" method, for example, a pupil is expected to perform without regard to his special needs. The nonspeaker of English has been expected to "pick up" English by exposure to the language in the regular school environment. Still another, the traditional approach, concentrates on translating vocabulary and on learning rules, and often knowledge of English is assumed while the student is, in fact, floundering.

Selection of appropriate instructional methods to meet identified needs is crucial to quality bilingual education. After these selections are made, pupils then must be led from very structured language environments through those that are less controlled to a point at which they control the language and can function well with it in regular classroom situations.

The paragraphs that follow provide brief descriptions of some current language teaching practices. The descriptions are presented to indicate the more salient features and to suggest some strengths and weaknesses of each practice.

Translation Approach to Language Teaching

Teachers using the translation approach to language teaching may help pupils develop a passive reading knowledge of English, but the approach may not be adequate for development of basic oral and writing skills.

The characteristics of this method include the following:

- Uses vocabulary lists with native language equivalents or translations
- Involves explanations and descriptions of grammar in the pupil's first language
- Provides practice through reading and translation exercises

Use of the First Language

When using a first language to facilitate the learning of a second language, the teacher must use a level of the pupils' first language

that is understandable to them. Pupils must be guided to avoid developing too much dependence on the first language. However, use of the approach does minimize confusion and frustration and does enhance the learning of English. The native language is used to give directions, explain difficult points of grammar, draw correlations between the first and second languages, and clarify meanings.

Concurrent Use of English and the Pupils' First Language

With the technique of using English and the first language concurrently, concepts are explained or taught in one language and then immediately in the other language. The teacher avoids resorting to translation but rather explains each concept in each of the languages being used.

The specific teaching of the second language per se is not the intent, but this approach does facilitate learning in one language or the other, and pupils do hear the second language in meaningful situations. Pupils also have an opportunity to verbalize in the second language in choral repetition of responses to questions dealing with content.

Separate Use of English and the Pupils' First Language

Advantages and disadvantages of other approaches and methods to the teaching of a language also apply to this technique in which a separate use is made of the pupils' first language and English to develop skills in both. However, a decided advantage of this approach is that the pupil continues to grow in use of his first language while developing skill in the second language.

Characteristics of this technique follow:

Instruction is provided in the pupils' first language during a portion of the school day.

Instruction is also provided in English-as-a-second language during a separate portion of the school day.

Direct Method of Language Teaching

The direct method makes controlled sequencing difficult and may encourage teachers to defer instruction in the reading and writing skills. The method is effective, however, and does provide for language development and pupil success. Characteristics of the direct method include the following:

Practice centers upon communication and comprehension of everyday situations.

Dialogues containing all the sentence patterns and vocabulary necessary to communicate information regarding the situations are memorized.

Reading and writing follow oral mastery of dialogues.

Cognitive Approach to Language Teaching

The cognitive method is used to teach basic rules of language through use of dialogues that exemplify those rules. Confidence and fluency in speech are developed. To a degree, this approach is similar to the direct method in that the oral skills are emphasized.

Other characteristics of this technique include the following:

Pupils are presented a number of carefully sequenced structures to help them understand the basic patterns and sounds of English.

Pupils generate new structures based on their understandings.

Instruction in reading and writing is used to reinforce oral use of the language.

Audiolingual Method of Language Teaching

The audiolingual method of learning a language permits pupils to learn the English language in a systematic manner. Pupils learn to speak grammatically correct English with good pronunciation. However, repeated drills may diminish pupil motivation, and the emphasis on the oral skills may cause teachers to defer instruction in the reading and writing skills.

Other characteristics of the technique follow:

Development of listening comprehension precedes student participation in oral activities.

Listening and speaking activities are highly structured.

Emphasis is placed on drills following a model.

Reading and writing are introduced after oral mastery of the language.

Preview-Review Approach to Language Teaching

The preview-review approach to teaching a language provides for more than random use of a second language and lifts the self-image of the language-X speaker by seeing and hearing his English-speaking peers using his language in the learning of concepts and culture.

Characteristics of the method are as follows:

It provides for the child who still needs concepts clarified in his dominant language but offers systematic, gradual transfer into dual language usage.

Each language is used as the medium of instruction on alternate days.

The student hears the lesson in his second language following which he will be given an immediate review in his native language.

Children who do not need the preview and review on any particular day work at other tasks.

On alternate days the other language is the medium of instruction used throughout the day, and the preview-review is provided for those who need it.

Eclectic Approach to Language Teaching

This technique is used because no single approach can meet all the needs of a given group of pupils. Teachers may wish to use a combination of methods in a variety of ways, supplementing them with use of original or adapted techniques and activities.

The learner who receives instruction based upon an appropriate combination of the practices described will show evidence of the following:

Concept and content comprehension

Home-language retention and development

Second-language acquisition

Literacy in the home language

Self-concept development

VI. Instructional Materials

The importance of bilingual-bicultural instructional materials to a sound educational program cannot be overemphasized. "Bilingual materials" should not be construed to mean only printed matter in which each language is used alternately or both are used side by side. The market is replete with language textbooks, workbooks, audio tapes, instructional units, programmed units, regalia, and equipment. Yet, for some linguistic groups, commercially produced instructional materials may be scarce. In such instances basic and supplementary materials will need to be developed, adapted, or acquired from other similar but more established programs. Because bilingual programs can encompass all of the curricular offerings of the traditional school, the task of screening, selecting, and developing instructional material becomes complex.

It is of paramount importance that the objectives of the bilingual program determine the selection of the instructional materials.

Extreme care should be exercised to ensure that the materials present the bilingual-bicultural point of view. Moreover, translated material must be carefully screened to minimize cultural and historical inaccuracies. Material purchased directly from the country representing the other language to be offered in the program must also be screened carefully to ensure that political, religious, and racial information is presented factually.

Evaluation and Selection of Materials

The steps to follow in evaluating and selecting instructional materials include the following:

1. Review the goals of your program.
2. Develop and state the criteria to be used in the evaluation and selection process.
3. Decide upon the evaluation form to be used:
   a. Evaluators must be able to record their views.
   b. The form must be simple.
   c. The form must be suitable for comparing evaluations and for tabulating results.
4. Involve in the appraisal process those persons whose needs and abilities are similar to those who will use the materials.
5. Obtain the materials to be previewed, based on curriculum needs.
6. Preview and evaluate the material.
7. Tabulate the completed evaluation forms.
8. Within budgetary constraints and priority of need, make final decision on whether or not to purchase the evaluated material.
9. Note the availability of supplementary media such as teacher's guides, workbooks, filmstrips, and tapes.

The major factors to consider in the selection of basic and supplementary materials for classes in subject matter content, English-as-a-second language (ESL), and first language development are presented in the sections that follow. Supplementary materials should expand upon or enrich the basic materials and may include recordings, tapes, and readings for enjoyment.

Suggested Criteria for the Selection of Bilingual Education Materials

With regard to content, sequence, and scope, the materials for bilingual education should:

1. Emphasize the history, folkways, literature, events, and holidays of the cultural minority.

2. Include artworks appropriate to the cultural minority.
3. Be appropriate to the intended level of instruction and to the varying learning capacities of the students by age and grade in respect to the following:
   a. Vocabulary level
   b. Difficulty of concepts
   c. Theme
   d. Sequence of content
   e. Method for developing concepts
   f. Interest level
4. Promote positive attitudes toward all races and cultures.
5. Relate to experiences of the culturally different student.
6. Parallel English curricular material.

With regard to accuracy, authenticity, and appropriateness, the materials should be evaluated in terms of the following:

1. Accuracy of content
2. Qualifications of the author and producer
3. Consistency of content with educational goals of the program
4. Appropriateness of medium to subject matter
5. Up-to-dateness of material

With regard to format, the evaluator should consider the following:

1. The presentation (logical and clear)
2. Quality of narration and dialogue
3. Appropriateness of titles, labels, or captions
4. Quality of binding and paper

Suggested Criteria for the Selection of Language Acquisition Materials

With regard to content, sequence, and scope, the materials for language acquisition should:

1. Provide proper sequence for language learning from aural comprehension to speaking to reading to writing.
2. Provide adequate practice in using the language.
3. Provide opportunities to learn the structure and function of language.
4. Develop and refine reading skills.
5. Provide a controlled vocabulary.
6. Be suitable in content and structure for age and grade.
7. Present equitable treatment of ethnic minorities.
8. Contain progressive development in the following:
   a. Basic reading skills

b. Vocabulary
c. Language structures
d. Concepts and insights
e. Stimulative thinking

With regard to appropriateness, the materials should contain the following:

1. Audiolingual orientation
2. Adequacy and variety of exercises
3. Presentation of sentence patterns as they relate to sequential development by transformations, modifications, and expressions

In terms of format, the language-acquisition materials should contain the following:

1. Sentence constructions in modern style
2. Aids to develop and to test comprehension
3. Adequate and appropriate visual aids, comprehension questions, vocabulary exercises, and sentence-pattern exercises

VII. Community Involvement

Schools need to reflect the values and to meet the needs of the communities they serve. Steps can be taken toward the achievement of these goals by gaining the support of and developing a close and meaningful relationship with the community.

The success of a bilingual-bicultural education program will depend upon an effective, cooperative effort between community members and the professional school staff. A thoughtfully planned community involvement program will make conditions possible for a spirit of unity of purpose to grow among school and community members. Such a spirit could generate general public support of school efforts. A bilingual-bicultural community liaison aide should be included on the staff to help implement parent and community involvement.

School administrators have the responsibility of providing their staffs with experiences and activities that lead to an understanding of the need for community involvement.

Preliminary preparation of the school staff for participation in a structured community involvement program should include:

- A sensitization to the educational aspirations which community parents hold for their children
- Exposure to the idea that the parents and other community members comprise rich human resources which can provide

energy, ideas, and time to enhance a bilingual-bicultural educational program

- Discussions of broader interpretations of the term "education," with emphasis on the positive influences of the learners' ethnic and linguistic heritage

There are many ways in which to generate community participation. Cultural, civic, social, and professional organizations can be encouraged to take part in program planning and enrichment. Local institutions of higher learning can be resource centers for volunteers, tutors, aides, and paid paraprofessionals. Local neighborhoods can provide similar resources. Participation of community members need not be limited to the classroom. Every function that a school performs can profit from community input.

One of the most common methods of involving the community is through the establishment of community advisory committees at local and district levels. These committees should be truly representative of the communities that the programs serve. An advisory committee structure provides an opportunity for parents and other community members to become involved in such matters as goal setting, program design, and program evaluation.

Once the bilingual-bicultural educational advisory committee is formed, a number of operational and task-oriented procedures must be delineated:

The characteristics of the particular bilingual-bicultural educational program must be stated.

Internal and external operations of the committee must be spelled out clearly.

A simple majority of the committee should consist of parents of children in the bilingual-bicultural educational program and other community members. Up to (but not more than) 49 percent of the committee should consist of school staff personnel, such as building principals, curriculum specialists, language teachers, and so forth.

The degree of involvement of advisory committees may vary greatly from district to district, but all committees should pursue the following activities in cooperation with appropriate school personnel:

- Conduct a needs assessment.
- Design a simple, systematic approach for the establishment of bilingual-bicultural program goals, objectives, expected outcomes, and evaluative and corrective procedures
- Interpret the bilingual-bicultural program to the greater community as part of an effort to secure general public support.

- Be sensitive to community interests in bilingual-bicultural educational programs, and design programs to reflect these interests.
- Define procedures for the recruitment and screening of all program applicants.
- Define total curriculum content.
- Develop parent education programs related to the bilingual-bicultural programs.
- Establish formal procedures for advisory committee operation.
- Determine selection and uses of bilingual-bicultural program evaluation instruments.
- Evaluate program effectiveness.

VIII. Evaluation

The process of evaluation includes reporting the results of periodic assessment as well as evaluating all available data. Before evaluation can begin, a precise definition of what is to be evaluated, how the evaluation will be accomplished, and a schedule of carrying out the evaluation process must be established. Just as the program design was based on the results of a needs assessment, the evaluation plan should include all of the elements of the program. In this way, each element can be judged as to how well it is meeting the needs that were identified by the needs assessment. Successes and failures can be assessed, and changes or improvements in the program can be made as a result of the evaluation process.

The cycle of needs assessment, program design, implementation, and evaluation is continuous. Throughout the school year, an assessment of results of each part of the program is made, and these data are used in periodic evaluations which may come at the end of a given course of instruction or other time period, such as semester or school year. The determination as to when evaluation occurs is based upon experience, but both periodic evaluation and continuous assessment are essential to an effective evaluation procedure. Evaluation at the end of a semester or school year provides a means for judging the overall effectiveness of a program, while periodic checks and continuous assessment provide the bases for making program changes.

The principal areas towards which evaluation should be directed are pupil growth and development, program design, parent involvement, and staffing. All of these areas are interrelated and together make up the total program. In the evaluation of each element, it is

important to keep in mind the contributions of the other program components. By sorting out the part each component has played in a particular program activity, the chances of evaluating that component's effectiveness in the overall success or failure of the activity are increased. Evaluation of this type will allow the improvement or addition of the participation of those program components that contribute to the achievement of program goals and objectives.

Areas of Concern for Assessment and Evaluation

Each of the major program components should be considered in the overall evaluation plan. In the outline that follows, the areas of concern for assessment and evaluation are listed for each of the major program components; suggested evaluation instruments that may be used to gather data follow this list of areas of concern:

1. Pupil Growth and Development
   a. Academic achievement (Language proficiency in both home and second languages)
   b. Concept development (Understandings and knowledge in all subject matter taught)
   c. Attitudinal growth
      (1) Affective areas of positive self-image and pride in heritage
      (2) Positive attitudes toward other cultures and groups
   d. Skills and behaviors (Academic skills, such as handwriting; and social skills, such as leadership and group participation)
2. Program Design
   a. Total curriculum (Appropriateness to pupils, including school organizational patterns, methods, techniques, and materials)
   b. Staffing (Adequate numbers to carry out program design: specific abilities or skills such as team teaching, differentiated staffing, and so forth)
   c. Parent involvement (Adequate provision in design to include parent involvement in all areas of the program, including planning, operation, parent education, and evaluation)
   d. Long-range and short-range goals
      (1) Provides for meeting both broad goals and specific objectives
      (2) Provides time line and sequence of activities
      (3) Includes provision for explaining program to pupils, staff, and parents
      (4) Includes means of incorporating program modifications suggested by staff and pupils

e. Curriculum materials

(1) Appropriateness to pupils, including grade level and mental maturity
(2) Appropriate to pupil learning styles
(3) Acceptable or relevent to student's culture and heritage
(4) Appropriate to methods and techniques of teaching suggested by program design
(5) Recognition and utilization of community resources
(6) Acceptable to community at large

3. Parent Involvement

a. Positive contributions to student achievement; positive contributions to student's cultural awareness
b. Participation in staff recruitment and selection
c. Assisting staff as paraprofessionals
d. Participation in preservice and inservice training
e. Participation in setting goals and objectives of program
f. Participation in curriculum development and selection of curriculum materials
g. Knowledge and understanding of program objectives and school and program operation
h. Attitudinal changes toward other cultures and ethnic groups

4. Staffing (Certificated staff, paraprofessionals, volunteers, and so forth)

a. Positive contributions to student achievement
b. Interaction between staff and pupil
c. Awareness and acceptance of the culture and history of the student's community
d. Extent to which staff implements program goals and objectives
e. Positive contribution to student's self-image and awareness of cultural heritage
f. Contribution to development of pupil skills and behaviors (See Stull Bill.)

Suggested Means for Evaluation

In the following outline suggested means (including instruments) of evaluation are identified for four major program components:

I. Pupil Growth and Development

a. Academic achievement in language proficiency

(1) Teacher observation
(2) Locally and nationally developed language-proficiency instruments--reading and writing

(3) Pre/post-testing; criterion-referenced testing
(4) Success in the regular testing program of the school
(5) Degree to which pupil is keeping pace with the regular instructional program
(6) Parent conferences to establish whether pupil is using the new language at home and whether parents feel that their child is continuing in his cognitive growth
(7) Pupil's willingness to utilize the language being learned

b. Attitudinal growth (development of positive self-image)
(1) Behavior at school
(a) Pre/post-test (attitudinal)
(b) General teacher observations regarding pupil's feelings of self-acceptance and of self-confidence; pupil's willingness to take the initiative; pupil's need to upgrade self-image
(2) Behavior at home
(a) Parent conference
(b) Home visits, or other appropriate means

c. Cultural awareness (oral and written)
(1) Demonstration by students of awareness of the values inherent in both their dominant and other cultures
(2) Demonstration by students of ability to use the appropriate social skills of the two cultures
(3) Demonstration by students of their understanding of their heritage and culture and their awareness of their contributions to the dominant English-speaking society.

2. Program Evaluation Procedures
a. Program design
(1) Appropriateness to pupils; results of surveys (oral or written in both languages) of parents, teachers, and pupils; measurable achievement report cards, progress reports, test scores, observations
(a) School organizational patterns: checklist to be filled out by teachers, parents, and pupils; surveys
(b) Classroom organizational patterns: questionnaire to teachers, parents, students; periodic, written reports from teachers; observations
(c) Methods and techniques—teacher lesson plans; observations; checklists to be filled out by teachers, parents, and pupils

(2) Staffing to meet objectives—number of bilingual teachers; amount of teacher preparation; inservice and preservice training; surveys of parents, teachers, and students

(3) Parent involvement to meet objectives—periodic reports from advisory committee; questionnaires to teachers, parents, and pupils

b. Curriculum and curriculum materials

(1) Appropriateness to pupils' age and grade levels and learning styles; acceptability to pupils; appropriateness to pupils' cultural heritage

(a) Preview and written evaluation of materials

(b) Survey of parents, students, and teachers regarding materials

(2) Appropriateness to teaching styles, methods, and techniques

(a) Survey of parents, teachers, and students in both languages

(b) Review of lesson plans

(3) Recognition and utilization of community resources—questionnaire to parents, teachers, and pupils

3. Parent Involvement

a. Positive contributions to student achievement and cultural awareness—survey of teachers, parents, and pupils

b. Participation in selection and recruitment of staff, participation in setting goals and objectives of the program; participation in curriculum development and curriculum materials selection; assessment of participation in all areas of the program

(1) Records of attendance

(2) Narrative and written reports by teachers, pupils, and parents

c. Participation as paraprofessionals: participation in preservice and inservice training

(1) Record of number of paraprofessionals on staff

(2) Record of attendance at preservice and inservice training meetings

(3) Lesson plans or meeting schedules to check actual participation by paraprofessionals

d. Measuring knowledge of the learning process and the operation of the school system—questionnaire to parents

4. Staffing
   a. Teachers and paraprofessionals in relation to positive contributions to pupil achievement
      (1) Lesson plans
      (2) Observation
      (3) Pupil success
   b. Effectiveness of teacher-pupil interaction—observation
   c. Effectiveness of teacher-paraprofessional interaction—questionnaire
   d. Effectiveness of staff-parent interaction—questionnaire

Program Designs

There are many possibilities for program designs, but the function of the designs should be to provide access to a bilingual-bicultural education process and should be influenced by the population to be served.

An area which has an obviously recognizable non-English ethnic representation would very likely try to develop a fully bilingual-bicultural program. Other areas which might have need for a bilingual-bicultural program but are logistically unable to initiate a full bilingual program could still do the following:

Diagnose the learners' bilingual-bicultural skills

Appraise the bilingual-bicultural skills of the teachers and support staff.

Learn what sound second-language-acquisition sequence procedures are

Present their program with a bilingual approach with the intent of "capturing" the non-English speaker in the learning process.

This level of bilingual-bicultural program should be viewed as an "interim" program until the district within the area can prepare itself to conduct a fully bilingual-bicultural education program. In other situations where there is a multiethnic representation in a school district—that is, where no dominant non-English language group is represented—another approach is called for. This approach would be an English-language-acquisition program. The ideas of diagnosing the learner's abilities, appraising teacher and support staff capabilities, and adhering to psychologically based second-language-acquisition theories would still be applicable.

The program designs described in the following paragraphs are offered as models of what may be done to serve the needs of English-speaking children, non-English-speaking children, the apparently bilingual children, and the truly bilingual children at both the elementary and secondary levels.

I. Elementary Programs

Elementary Program Design A

Schools able to initiate a fully bilingual program with an all bilingual teaching staff (teachers and aides) may wish to explore the following program design:

1. Begin only at the kindergarten level (or preschool level, depending on the school organization) and operate in all classrooms at that level. If possible, one-half of the students in each classroom should represent the English-speaking culture.
2. The following year, incorporate all classrooms at the first grade level into the program. Thereafter, add one grade level per year.
3. Organize the physical environment in all classrooms for provision of learning centers and individualized instruction.
4. Make provision in the daily schedule to meet the needs of learners in the following areas:
   a. Concept acquisition
   b. Retention and development of home languages
   c. Literacy in home language
   d. Second-language acquisition
   e. Literacy in second language
   f. Self-concept development
5. Group learners according to ability (not according to home language) for concurrent bilingual instruction in the concept or content areas.
6. Group learners according to home language for monolingual reading instruction in that language at the appropriate reading ability level. This approach requires two separate and distinct reading periods.
7. Group learners according to home language for bilingual instruction in the second language which eventually includes reading instruction in that language.
8. Group bilingual learners according to reading ability in each of the two languages. These students participate in both reading periods.

Elementary Program Design B

Schools able to provide only a strand of the bilingual program described in Elementary Program Design A may consider the following procedure:

1. Begin only at the kindergarten level (or preschool level, depending on the school organization) and operate in at least one of the classrooms at that level (with a bilingual teacher and aide). If possible, one-half of the students in such classroom, or classrooms, should represent the dominant English-speaking culture.
2. The following year, provide for continuation of the bilingual strand in at least one of the classrooms at the first grade level. Thereafter, continue the stranding process, adding one grade level per year.
3. This program design also incorporates the features described in items 3 through 8 under Elementary Program Design A.

Elementary Program Design C

Schools able to provide only a bilingual-monolingual team-teaching approach may consider the following program design, which requires bilingual aides in each classroom:

1. Begin only at the kindergarten level (or preschool level, depending on the school organization) and operate in all classrooms at that level. If possible, one-half of the students in each classroom should represent the dominant English-speaking culture.
2. Organize the bilingual-monolingual teaching team in such a manner that each of the classrooms involved receives daily instruction from the monolingual English-speaking teacher during one-half of the day and instruction from the bilingual teacher during the other half. Either the teachers or the students may exchange classrooms for instruction. The bilingual aides may or may not exchange classrooms, depending on the need for their skills.
3. The following year, incorporate all classrooms at the first grade level into the program. Thereafter, add one grade level per year.
4. This program design also incorporates the features described in items 3 through 8 under Elementary Program Design A.

Elementary Program Design D

Schools able to provide only a strand of the bilingual-monolingual team teaching approach may consider the following design, which also requires bilingual aides in each classroom:

1. Begin only at the kindergarten level (or preschool level, depending on the school organization) and operate in at least two of the classrooms at that level. If possible, one-half of the

students in each classroom should represent the dominant English-speaking culture.

2. The following year, provide for continuation of the bilingual strand in at least two of the classrooms at the first grade level. Thereafter, continue the stranding process, adding one grade-level per year.
3. This design also incorporates the features described in items 3 through 8 under Elementary Program Design A.

Elementary Program Design E

Schools able to initiate only English-as-a-second language (ESL) programs may wish to consider the following procedures:

1. Offer the program at any grade level on the basis of student needs.
2. Organize the physical environment to facilitate the learning of a second language by providing a teaching station for that purpose.
3. Assign pupils to a group according to language proficiency. If possible, group pupils in the lower grades and pupils in the upper grades separately.
4. Organize instruction on a self-contained type basis (from two to three hours daily) during which time pupils are given instruction in the language skills as well as in content areas. The balance of the school day is spent in the regular program. Examples of this approach include:

   a. Extended daily instruction for beginning students in separate ESL stations, with the aide following students back to the classroom for reinforcement in ESL instruction and tutoring in other areas of instruction
   b. Combinations of separate station instruction and (within) classroom instruction, depending on cluster grouping in regular classroom assignments
   c. Team approach within classroom between ESL specialist and regular classroom teacher
5. Establish a traveling teacher design. The teacher travels from the teaching station for a limited period of time where the teacher provides ESL instruction to pupils identified for that purpose. Coordination of the regular classroom activities and ESL instruction is essential to a meaningful educational experience for pupils.
6. Pull-out programs may be established in which students are pulled out of the regular classroom to a separate teaching

station to receive ESL instruction. Recognize that this procedure, as with the traveling teacher, offers only a limited amount of time with students.

a. Provide instruction in a separate ESL station, with daily reinforcement in the regular classroom by the ESL specialist or aide.
b. Provide instruction in a separate station for individuals with special ESL needs.

7. Provide resource help to the regular classroom teacher by the specialist, with the teacher doing his own instruction.

Elementary Program Design F

Schools may combine the features of elementary program designs "A" through "E" to organize additional modified bilingual-ESL programs.

II. Secondary Programs

Secondary Program Design A

Schools able to initiate a fully bilingual program with completely bilingual teaching staff may wish to explore these possibilities:

1. Establish the bilingual program as a separate department with a designated department chairperson.
2. Provide bilingual instruction in each of the subject areas.
3. Assign monolingual teachers to teach the ESL classes where students receive intensive English instruction.
4. Assign bilingual staff to teach the content areas for concept development.
5. Assign bilingual staff to teach elective courses on language literacy.
6. Assign paraprofessionals to tutor small groups of students for reinforcement purposes or to help on individual needs, as recommended by staff.
7. Schedule English instruction classes of different proficiency levels at the same time block to provide for the greater flexibility of movement from one ability group to the other as rapidly as possible.
8. Provide opportunities for the bilingual program students to interact in all areas of the total school environment, such as music, fine arts, physical education, industrial arts, and the humanities.

Secondary Program Design B

Schools able to initiate only an ESL program may wish to consider the following procedures:

1. Establish the ESL program as a separate department with designated department chairperson.
2. Organize instruction on a developmental basis.
3. Group and assign students according to language proficiency:
   a. ESL beginning level for students with limited or no proficiency in English
   b. ESL intermediate level for students with increased competencies of proficiency in English
   c. ESL advanced level for students with adequate mastery of English but with a need to develop an appreciation for literature and to refine their composition skills
   d. ESL transition level for students preparing to undertake a regular instructional program
4. Provide a core program which offers intensive instruction in the first year of ESL. This is essential for success.
5. Decrease ESL instruction gradually each year or semester until the students are phased into a complete regular program.
6. Carefully schedule students into other subject areas in which limited speakers of English can function with confidence and achieve success.
7. Assign students to the program only as long as they need it and move them along as rapidly as possible on the basis of teaching staff recommendations.

Secondary Program Design C

Schools may combine the features of secondary program designs "A" or "B" to organize modified bilingual-ESL programs.

Appendix

Framework Advisory Committee for Bilingual-Bicultural Education and English as a Second Language

Edward Aceves, President, San Diego Chapter, Association of Mexican-American Educators, San Diego

Charles Acosta, Consultant, Curriculum and Instruction, Los Angeles Unified School District, Los Angeles

Daniel Aguilera, Chairman, Title VII Advisory Board, Los Angeles Unified School District, Los Angeles

Ed Alfaro, Director, Career Education Center, Chestnut Street Facility, Santa Ana College, Santa Ana

Lewis Allbee, Superintendent, Barstow Unified School District, Barstow

Harry C. Allison, Coordinator, Foreign Language, Fresno Unified School District, Fresno

William Anton, Director, Title I Programs, Los Angeles Unified School District, Los Angeles

Raul Arreola, Supervisor, Mexican-American Education Commission, Los Angeles Unified School District, Los Angeles

Armando Ayala, Director, Area III, Valley Intercultural Program, Sacramento

Richard Baca, Liaison to the Superintendent; and Executive Secretary, Mexican-American Advisory Committee, State Department of Education, Sacramento

Josie Bain, Area Superintendent, Area D Administrative Offices, Los Angeles Unified School District

James Baker, Director, Elementary Education, Pajaro Valley Unified School District, Watsonville

Ignacio Balli, American G. I. Forum, Hayward

Nick Bartel, Curriculum Writer, ESL and Chinese Bilingual, Marina Junior High School, San Francisco Unified School District, San Francisco

Mada Battle, Chairman, Education Committee, Greater Watts Neighborhood Model, Los Angeles

David Bazan, Director, Title VII Bilingual Project Unidos, Office of the Riverside County Superintendent of Schools, Riverside

Joe Bravo, Director, Title VII Projects, Santa Paula Union Elementary School District, Santa Paula

Xavier Del Buono, Associate Superintendent of Public Instruction; and Manager, Intermediate Education, State Department of Education, Sacramento

Maurice Calderon, Member, Board of Education, Banning Unified School District, Banning

Patricio Calderon, Director, Title VII, Bilingual Education, Conniff Elementary School, Alum Rock Union Elementary School District, San Jose
Rene Cardenas, Bilingual Children's Television, Oakland
Leo Cardona, Director, Title I and Title VII, Santa Ana Unified School District, Santa Ana
August Caresani, Salinas City Elementary School District, Salinas
Margarita Carmona, Coordinator, Bilingual Program, Sherman Elementary School, San Diego City Unified School District, San Diego
Thomas A. Casso, Director, Bilingual-Bicultural Education, Rowland Unified School District, Rowland Heights
Augustine Chavez, Chairman, Education Committee, Chicano Federation of San Diego, San Diego
Joaquin Chavez, Director, Title VII Projects, King City Joint Union High School District, King City
Albert Cheng, Complaint Officer, Human Relations Department, San Francisco Unified School District, San Francisco
Wellington Chew, Supervisor, Chinese Bilingual Education, San Francisco Unified School District, San Francisco
Mrs. Juanita Cirilo, Title VII Coordinator, Hacienda-La Puente Unified School District, La Puente
Robert Colegrove, Superintendent, San Ysidro Elementary School District, San Ysidro
James Coleman, Bilingual Education Project Director, Office of the San Bernardino County Superintendent of Schools, San Bernardino
Zelda Cortez, Community Liaison, Markham School, Hayward Unified School District, Hayward
Mrs. Flor de Maria Crane, Member, Spanish Bilingual Advisory Committee, San Francisco Unified School District, San Francisco
Benjamin J. Crespin, Bilingual Education Project Director, El Rancho Unified School District, Pico Rivera
Emil Crespin, Title VII Director, Mountain View Elementary School District, El Monte
Robert Cruz, Director, Bilingual Education, Berkeley Unified School District, Berkeley
Mrs. Antonia Dela Micotti, Manager, Bilingual Education, Office of the Santa Clara County Superintendent of Schools, San Jose
Lane DeLara, Principal, Francisco Junior High School, San Francisco Unified School District, San Francisco
Raymond del Portillo, Director, Bilingual/English-as-a-Second-Language Education, San Francisco Unified School District, San Francisco
William Dere, Director, Asian Community Center, San Francisco
Fernando Dominguez, Coordinator, Oxnard Union High School District, Oxnard
Luis Dominguez, Member, Spanish Bilingual Advisory Committee, San Francisco Unified School District, San Francisco
Rafael Fernandez, Director, Materials Acquisition Project, San Diego
Leonard Fierro, Far West Regional Coordinator, San Diego City Schools Project CANBBE, San Diego

Mrs. Susan Flores, Office of the Santa Barbara County Superintendent of Schools, Santa Barbara
Dan Foster, Director, Compensatory Education, Hayward Unified School District, Hayward
Arturo Franco, California State University, Fullerton
Elmer Gallegos, Supervisor, Spanish Bilingual Education, San Francisco Unified School District, San Francisco
Robert A. Garrow, Coordinator, Elementary Bilingual Education, Escondido Union High School District, Escondido
James Grace, Chairman, Hayward Sister City Committee, Hayward
James Giles, Coordinator, Bilingual-Bicultural Education, Montebello Unified School District, Commerce
Frank Goodman, Director, ESEA, Title VII Project, Thomas Jefferson Elementary School, Compton Unified School District, Compton
Consuelo Gomez, Teacher, Filipino Education Center, San Francisco Unified School District, San Francisco
Nat Guevara, Association of Mexican-American Educators, Sunset High School, Hayward Unified School District, Hayward
Cordelia Guiterrez, Former Member, Board of Education, Santa Ana Unified School District, Santa Ana
Eddie Hanson, Jr., Curriculum Coordinator, San Ysidro Elementary School District, San Ysidro
Dan Hernandez, Chairman, District Advisory Council, Bilingual-Bicultural Project, Hayward Unified School District, Hayward
Pete Hernandez, Director, Bilingual Education, San Bernardino City Unified School District, San Bernardino
Richard Holland, Vice-Principal, Ethel Phillips School, Sacramento City Unified School District, Sacramento
Mrs. Georgebelle Jordan, Bilingual Specialist, Barstow Unified School District, Barstow
Mrs. Harriet Jowett, Consultant, Elementary Education and Compensatory Education, Office of the Fresno County Superintendent of Schools, Fresno
Paul Juarez, Project Director, Bilingual Education, Title VII, Sweetwater Union High School District, Chula Vista
George Kagiwada, Professor of Asian American Studies, University of California, Davis
Mrs. Victoria Kaplan, Ukiah Unified School District, Ukiah
John Kately, Assistant Superintendent, Healdsburg Union Elementary School District, Healdsburg
Harry Kitano, Professor, Social Welfare Department, University of California, Los Angeles
Michael Kittredge, Principal, Chinese Education Center, San Francisco Unified School District, San Francisco
Junji Kumamoto, Professor of Chemistry, Department of Plant Science, University of California, Riverside
Ceasar LaGuerne, Project Director, EDPA for Chicanos and Native Americans, Davis

Mark Lai, Director, Chinese Historical Society, San Francisco
Herbert Leong, Chairman, Asian American Education Commission, Los Angeles
Larry Lew, Research Assistant, San Francisco Unified School District, San Francisco
Mrs. Margarita B. Lewis, ESEA, Title VII, Project Director, Bakersfield City Elementary School District, Bakersfield
Jose Licano, Bilingual Director, ESEA, Title VII, Project, Gonzales Union High School District, Gonzales
Carlos Lopez, Director, Compensatory Education, Pajaro Valley Unified School District, Watsonville
Guilliermo Lopez, Assistant Superintendent of Schools, Vallejo City Unified School District, Vallejo
Julian Lopez, Assistant Superintendent-Instruction, Colton Joint Unified School District, Colton
Robert Lopez, Chairman, Federal Emergency School Aid Act (ESAA), Bilingual Advisory Committee, San Francisco Unified School District, San Francisco
Mrs. Sally Hurtado Lopez, Allensworth Elementary School District, Visalia
Simon Lopez, Resource Teacher, Calexico Unified School District, Calexico
James Louie, Berkeley Asian American Task Force, Berkeley
Victor Low, Manager, Chinese Title VII Bilingual Project, San Francisco Unified School District, San Francisco
Felipe Lozano, Coordinator, Marysville Joint Unified School District, Marysville
John Lum, Research Assistant, ESAA, San Francisco Unified School District, San Francisco
John Luthy, Director, Educational Services, Santa Paula Elementary School District, Santa Paula
Pauline Mahon, Education Officer, Instructional Support Services, San Francisco Unified School District, San Francisco
Rev. Vahac Mardirrosian, Director, Hispanic Urban Center, Los Angeles
Rosendo Marin, Principal, Mission Education Center, San Francisco Unified School District, San Francisco
Ms. Eleanor Martin, Acting Coordinator, Bilingual Education, Coachella Valley Joint Union High School District, Coachella
David Martinez, Principal, Ethel Phillips School, Sacramento City Unified School District, Sacramento
Mrs. Julita McLeod, Principal, Bret Harte Elementary School, San Francisco Unified School District, San Francisco
Reynaldo Mercado, Member, Filipino Education Center Advisory Committee, San Francisco Unified School District, San Francisco
Madeline Miedema, Director, Curriculum, Oxnard Union High School District, Oxnard
Harvey N. Miller, Coordinator, Bilingual Education; and Director, ESEA, Title VII Project, Calexico Unified School District, Calexico
Issac Montanez, Brentwood
Martin C. Montano, Superintendent, Los Nietos Elementary School District, Los Nietos

Frank Moralez, Supervisor, Bilingual-Bicultural Education, Hayward Unified School District, Hayward

Art Munoz, Coordinator, ESEA, Title VII, Program, Orange Unified School District, Orange

Julian Nava, Member, Board of Education, Los Angeles Unified School District, Los Angeles

Alfredo Navarro, Executive Director, Central Coast Counties Development Corporation, Aptos

Kenneth Noonan, Director, ESEA, Title VII Program, Pomona Unified School District, Pomona

Frank Ochoa, Director, Bilingual Education, ABC Unified School District, Artesia

Mary Orozco, Community Liaison, Palma Ceia Elementary School, Hayward Unified School District, Hayward

Leonard C. Pacheco, Area G Superintendent, Los Angeles Unified School District, Los Angeles

Elizabeth Pellett, Consultant, Office of the Los Angeles County Superintendent of Schools, Los Angeles

Rosemary Pineyro, Coordinator, Bilingual Education, San Francisco Unified School District, San Francisco

Sofia Prudenciado, Supervisor, Filipino Bilingual Education, San Francisco Unified School District, San Francisco

June Quan, Project Director, Education Center for Chinese, San Francisco

Ross Quema, Principal, Filipino Education Center, San Francisco Unified School District, San Francisco

Manuel Ramirez, Professor, Mexican American Studies, University of California, Riverside

Mrs. Maria Ramos, Intern, Bilingual Project, Office of the Fresno County Superintendent of Schools, Fresno

Neusa Rocha, Instructional Aide, Portuguese Bilingual-Bicultural Program, Hayward

Richard Roche, Superintendent, St. Helena Unified School District, St. Helena

Americo Lopez Rodriquez, Whittier College Component, Whittier

Robert Rodriguez, Coordinator, Bilingual Education, El Monte Elementary School District, El Monte

Robert Rubalcava, Chicano Studies, University of California, Santa Cruz

David Sanchez, Member, San Francisco Unified School District Board of Education, San Francisco

Robert A. Sanchis, Assistant Superintendent, Educational Services, Fountain Valley School District, Fountain Valley

Mrs. Eugenia Scott, Principal, Weigand Avenue School, Los Angeles Unified School District, Los Angeles

Rudy Skocyzylas, Coordinator, Bilingual Instruction, Gilroy Unified School District, Gilroy

Hector Solis, Allensworth Elementary School District, Office of the Tulare County Superintendent of Schools, Visalia

George E. Smith, Assistant Superintendent, Elementary Instruction, Marysville Joint Unified School District, Marysville
Wayne Sorenson, Administrative Director, Research and Federal Projects, Hayward Unified School District, Hayward
Eddie Soto, Principal, Lincoln Elementary School, Corona-Norco Unified School District, Corona
Thomas Stewart, Black Education Commission, Los Angeles
Vinton Stratton, Associate Superintendent, Instruction and Certificated Personnel, Jefferson Elementary School District, Daly City
Hannah Surh, Associate Executive Director, YWCA, San Francisco
Beatrice Sutherland, Curriculum Writer, Chinese Bilingual Education, San Francisco Unified School District, San Francisco
Ben Tom, Member, ESAA Bilingual Advisory Committee, San Francisco Unified School District, San Francisco
Ray Trujillo, Superintendent, Cucamonga Elementary School District, Cucamonga
Mrs. Gerry Tysz, Hayward
Rev. Tony Ubaldo, Temple United Methodist Church, San Francisco
Joe Ulibarri, Director, Multilingual Assessment Program, Stockton
Mrs. Lynn Uricoechea, Bilingual Resource Teacher, Hayward Unified School District, Hayward
Henry Vasquez, Project Director, Sanger Unified School District, Sanger
Clarence Wadleigh, Director of Program Development, New Haven Unified School District, Union City
Mrs. Irma Wagner, Cucamonga Elementary School District, Cucamonga
Ling Chi Wang, Member, ESAA Bilingual Advisory Committee, San Francisco Unified School District, San Francisco
Glen Watanabe, Coordinator, Asian American Studies, Berkeley Unified School District, Berkeley
Gloria Watts, Coordinator, Bilingual-Bicultural Education, Fresno Unified School District, Fresno
Mrs. Alice Wilson, Principal, Samuel Gompers High School, San Francisco Unified School District, San Francisco
Mrs. Doris Wong, ESEA, Title VII, Coordinator, Bilingual, Los Angeles Unified School District, Los Angeles
Elena Wong, Coordinator of Human Relations, Oakland Asian Community, Oakland City Unified School District, Oakland
Germaine Wong, Director, Chinatown-North Beach Language Center, San Francisco
Mason Wong, Director, Youth Service Center, San Francisco
Kenneth G. Woody, Director of Federal Programs, Redwood City Elementary School District, Redwood City
Fernando Worrell, Indio
Elizabeth Worswick, Coachella Valley Joint Union High School District, Coachella
Bill Wu, Director, Chinese Cultural Center, San Francisco
Charles Yue, Chinatown-North Beach Education Committee, San Francisco

73-25 (1225) 86343—300 6-74 10M